DOCUMENT RESUME

ED 356 198 SP 034 396

TITLE	Teacher Education for the Twenty-First Century. An Agenda for Improving Teacher Education.
INSTITUTION	American Association of State Colleges and Universities, Washington, D.C.
PUB DATE	Nov 92
NOTE	19p.
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Schools of Education; *Teacher Characteristics; *Teacher Education Curriculum; *Teacher Role
IDENTIFIERS	American Association of State Colleges and Univs; Professional Development Schools; Teacher Development

ABSTRACT

Ideas that emerged from the "Teach America I": Teacher Preparation for the New American School conference (Washington, D.C., June 14-16, 1992) and a proposed program for teacher education are documented in this report. The conference was composed of teams of educators from 35 selected Association of State Colleges and Universities (AASCU) institutions who met to consider reforms in teacher education that will better prepare K-12 teachers to meet the challenges of teaching in the 21st century. Twenty-first century learners are characterized, as are the kinds of schools and teachers needed to educate them. AASCU strategies for preparing teachers for the new environment focus on four components of change in teacher education: recruitment, initial professional education, lifelong development, and infrastructure. Proposed changes in recruitment include more rigorous admissions standards and adopting alternative forms of certification. The linchpin of the proposed teacher preparation program is the professional school of education which will reflect some of the characteristics of models used in the preparation of other professionals. An integral part of the professional school of education will be clinical schools. Continuing education for practicing teachers and an integrated approach to pre- and inservice education will be needed. Infrastructure changes include new higher education faculty roles, changes in faculty rewards, new funding models, and increased emphasis on collaboration. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356198

aascu

Teacher Education for the Twenty-First Century

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

Sam Snead

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

S803396

BEST COPY AVAILABLE

Teacher Education for the Twenty-First Century

An Agenda for Improving Teacher Education

Presidents' Commission on Teacher Education
American Association of State Colleges and Universities
November 1992

Schools cannot
change until
teachers change.
And teachers
cannot change
until teacher
preparation
programs change.

Prologue

American business, education and government leaders, recognizing a growing crisis, are calling for reform of pre-kindergarten through secondary education. As a result, business and education partnerships have been created in communities throughout the United States. Those calling for reform of the present educational system must recognize that if school children are to be affected, teachers must change. Teachers, however, need the appropriate support structures: progressive administrative leadership and informed public policy.

Further there have been many calls for reform in teacher education. Little reform has actually occurred. The probability for significant change to occur has been increased by the confluence of important interest groups that are not only demanding reform but are also taking action. Because American Association of State Colleges and Universities (AASCU) institutions have a rich tradition in teacher education, it is appropriate that they assume leadership in the reform of teacher education. An AASCU reform initiative began when its members, representing 375 institutions and 30 state systems of higher education, adopted *Teach America* at its annual meeting in November 1991. Included in *Teach America* was the challenge to develop new teacher education models by its membership.

The "Teach America I: Teacher Preparation for the New American School" Conference actively involved teams of educators from 35 selected AASCU colleges and universities. The conference was held June 14-16, 1992, in Washington, D.C. Each six-person team included the institutional president, vice president for academic affairs, dean of education, dean of arts and sciences, a K-12 school official and a member of the business/industrial community.

The 35 institutional teams returned to their communities to study the teacher education recommendations from the conference and to develop strategies to implement reform in those programs.

This paper documents the ideas developed during the conference and describes changes which teacher education programs must implement to be prepared for the 21st century. Before proposing a program for teacher education for the year 2000 and beyond, conference participants identified the characteristics of the pre K-12 school and the attributes of teachers who will staff those schools.

The results of this conference, representing the work of 35 teams totaling 210 individuals committed to implementing change in teacher preparation programs, is neither prescriptive nor complete. Teacher education programs can never reach their full potential without the vigorous advocacy of powerful voices of presidents, deans and faculty of AASCU institutions. Those in positions of leadership must first agree that teaching requires the same rigorous training and selection as law, engineering or medicine, and because of its impact on all other professions teaching is probably the most important. Teach America I represents the first faltering steps to realize the goal of placing the teaching profession in the prominent position it requires.

The AASCU New American School

Characteristics of learners will be highly diverse.

Many characteristics of learners who report to school in the year 2000 will be very different from students for whom today's schools were originally developed. Substantial numbers of changes have already occurred in schools throughout the nation. For instance, it was reported at the conference that one California school has students representing 76 nationalities. The impact of such cultural and linguistic diversity on teaching and learning is enormous. When looking toward the 21st century, the following assumptions can be made: (a) diversity of cultural backgrounds will be the norm and not the exception; (b) for many students English may be a second language, if it is spoken at all; (c) family patterns and prior educational support will vary widely. Teaching students with special needs—physical, social and/

or emotional handicaps—will continue to add to the complexities of teaching in the coming decades.

The knowledge explosion will continue to accelerate.

As noted by a conference presenter, the sum total of the world's knowledge doubled from 1750 to 1900, and doubled again during each of the periods from 1900 to 1950, 1950 to 1960, and 1960 to 1965. From 1965 to the present, knowledge has been estimated to have doubled once at least every five years. By the year 2020, it is projected that knowledge will double every 73 days.

The educational requirements of graduates will continue to increase and be significantly different.

To fill today's and tomorrow's jobs, the nation will need high school graduates who are more literate, technically competent, highly adaptable to change, comfortable with diversity, skilled in critical thinking, globally aware, and able to access information quickly and effectively. Today's schools and teachers have not been prepared to deal with such a rapidly changing environment and its accompanying expectations.

The many school models will have common threads.

It is probable that one school model will not suffice, but common threads will exist throughout the various models. The schools will be community based and will involve business, industry, social service agencies, government, parents, teachers, students, colleges, universities, and private advocacy groups. Collaboration will be essential. Many of the groups now viewed as external to the educational system will be involved in curriculum development and various school structures integral to change. Certainly, professionals from pre K-12 and higher education will be required to be involved fully in each others' systems.

Schools will require collaboration with all constituencies.

Schools will be student centered with earlier intervention in students' lives.

The basic educational style of schools will switch from teacher centered to student centered with the focus on individual needs. Schools will also intervene in the lives of children at much earlier ages to stabilize the large inequities in preschool preparation. Technology will play an increasingly important role by providing equity and variety of educational access. Schools will be connected electronically to

Technology will help provide equity of educational access.

provide resources for *all* learners and teachers. School calendars will be expanded to include evenings and lengthened to include much, if not all, of the calendar year. This will increase educational opportunities and use of facilities.

Expanded school calendars will increase use of facilities.

School programming will include educational components for parents and the total community. Schools will likely be community service centers serving the entire community. This will require teams of professionals who will work with students, families and other clients to assess, diagnose and prescribe the resources necessary to individualize student development. Resources may be educational, social service, financial, emotional or the full range of helping services.

Schools will be total community service centers.

Divergent needs in 21st century schools will call for highly entrepreneurial environments in which teachers will be innovators. They will use their professional expertise to develop teaching strategies for individual situations and/or students. At the same time teachers will be held accountable for results. Certainly, staff professional development will be important in the New American School. This school will require considerable flexibility regarding time, organization, levels of instruction, staffing and the determination of competencies based on the needs of individual students.

An entrepreneurial environment will exist.

A high level of accountability will be required.

Flexibility of structure and function will exist.

Curricula will be global and interdisciplinary and will focus on diversity. There will be high expectations with clearly defined learning outcomes. Accountability to students, parents, teaching team members, taxpayers and legislators will be a prescribed expectation. The school of the year 2000 will require a new funding model because of the interaction with social service agencies, the need for educational resource access and the need for collaboration, particularly between higher education and the pre K-12 schools.

The curriculum will be diverse and global with high expectations of students.

New funding models will be required to provide the best education to all students.

The AASCU New American Teacher

The decision-making roles of teachers will be increased.

Most teachers have the confidence and competence needed to assume leadership roles and are eager to become agents of change. One way to improve quality of instruction is to increase the decision-making role of teachers. This approach establishes a spirit of teamwork and cooperation between classroom teachers and administrators. Educators will be strengthened by removing constraints which hamper creative development. In addition, increased levels of responsibility and performance will be expected. Teachers truly will have a professional role.

Teaching teams will be used extensively.

It is unlikely that students will have only one teacher. Instead, teaching teams will exist, led by a master teacher, with several levels of skill and specialties represented on the team. The teachers will be scholars, discipline based, and motivated by inquiry. These teacher-scholars will be practitioners well versed in pedagogy, child development, cognitive development, affective skills and subject disciplines. The teachers also will demonstrate a love for learning, and perhaps most of all, a caring for students.

Teachers will be team builders and scholars with a broad knowledge base.

Knowledge of cultures, living conditions, family issues, societal issues and the structure of various disciplines will be essential. Members of the teaching team in the New American School will be skilled in techniques of team building and will realize team building is essential both inside and outside the school. They will be skilled in assessment, diagnostic and prescriptive evaluation, and aware of the array of resources available to help students participate in learning. They will know about child development, cognitive development, child psychology, group dynamics, cooperative learning and the effective use of technology. Teachers will know the different learning styles of the diverse body of students found in their classrooms and will be able to deal with issues of gender, race, physical disability and others.

Teachers will serve as collaborators linking all affected constituencies with the classroom.

As professional leaders, teachers will create the kind of learning environment dictated by the individual educational needs of their students and by the specific expectations of the community they serve. As a result, teachers will make strong connections not only among themselves and their colleagues but also between themselves and parents, creating a powerful and unprecedented sense of community. A renewed commitment to shared values and collaborative efforts will build new bridges and enable teachers to pursue novel and innovative teaching practices. These collaborative efforts will be extended to include connections between the classroom experiences and parental expectations, between pedagogical theory and practice, and between schools and colleges.

Caring teachers will summon all students to realize their potential.

Along with making it possible for teachers to assume a greater role in administrative decision-making, New American Teachers will be encouraged to rediscover the call that originally summoned them to the teaching profession. Teachers always enter the classroom firmly committed to the principles that all children can learn, that each child is a valuable member of society, and that the young thrive in an atmosphere of caring. Caring teachers create an environment which intentionally summons students to realize their potential in all areas of human endeavor. Such an environment will generate trust among students, and parents will view education as a cooperative, collaborative activity where process is as important as product.

♥ AASCU Strategies for Preparing Teachers for the AASCU New American School

Teacher educators, in concert with pre K-12 teachers, will make significant changes in the way teachers will be prepared. These new strategies will be based upon the following assumptions and beliefs:

*Master teachers will engage in continuous skill development through a professional school of education.**

1. A fundamental paradigm shift will be required. This shift will require a change from a traditional approach to a new model of teacher preparation based upon the concept of the master teacher who not only receives initial training, but also engages in continuous improvement and development through a professional school of education.*

Teachers will be true professionals.

2. The teacher suited to the New American School will be a true professional with incumbent rights and responsibilities.

Teacher education will be a total institutional responsibility.

3. Teacher education programs will be institution-wide both in scope and in faculty involvement, and will provide for real and active partnerships among local school officials, college and university professors and practicing teachers.

Public policy must be supportive.

4. State and federal legislatures will make significant policy changes affecting funding and the regulation of teacher certification. Lifetime certification will be eliminated.

A strong commitment to teacher education will be needed from all sectors.

5. There will be a strong commitment to teacher education from institutions of higher education, pre K-12 schools and the communities served by these schools.

**The "professional school of education" is defined as a school offering undergraduate (and often graduate) programs that prepare prospective teachers not solely with its resources, but through a university-wide commitment to teacher education and the active participation of the teaching profession, public schools and the business and community sectors. This definition of a professional school of education is grounded in the belief that education is multidisciplinary and multidimensional, and that schools are centers of change. Explicit in the definition is the formation of rigorous standards, policies and procedures, and genuine collaboration to restructure teacher preparation and achieve school renewal.*

Four specific components of change in teacher education emerge as a result of describing the nature of AASCU's New American School: recruitment, initial professional education, lifelong development and infrastructures.

Teacher Education Candidates Recruitment and Selection. Professional schools of education will review student admission standards and procedures to ensure that only students with outstanding personal qualities and high academic qualifications will be admitted. These standards and procedures, as well as recruitment strategies and incentives, will ensure the admission of a wide range of qualified candidates representing diversity of age, gender, ethnicity and socioeconomic backgrounds. Teachers and administrators from pre K-12 schools will collaborate with colleges and universities to recruit candidates. Alternative forms of teacher certification which promote the highest standards and expectations of a truly professional teacher will be developed.

Student admission standards will be rigorous.

The pre K-12 system will assist in the recruitment of excellent potential teachers from diverse backgrounds.

Alternative forms of teacher certification will be available.

Initial Professional Education Experience of Teacher Candidates. Teacher preparation will be based on a model of teacher education within the context of a professional school. These professional schools will have some characteristics similar to models used in the preparation of other professionals. Teacher education programs will prepare teaching professionals who demonstrate mastery of content.

Teacher preparation will exist within the context of a professional school.

Mastery of content will be assured.

These programs will be structured to ensure that teacher education candidates acquire a strong liberal education which includes an in-depth focus on subject matter, as well as highly developed pedagogical understandings and skills. Each teacher education program will be arduous with students and faculty identifying it as one of the most challenging programs within the institution. A strong liberal arts core will be required for both elementary and secondary teachers with rigorous requirements in language arts, fine arts, mathematics, science, social sciences and humanities. Multicultural proficiency will be a required. There will be a balance between

A rigorous liberal education including an in-depth focus on subject matter and pedagogy will exist.

pedagogy and subject matter with content and methodology integrated throughout the entire program.

Teachers will be experts with a knowledge of learning theories.

Future teachers will become knowledgeable about various learning theories and will be prepared to translate those theories into instructional practice. They will also become productive consumers of research and involved in action-oriented research early in their teacher preparation. Thus, professional schools of education will be centers for applied educational research.

Teachers will produce and consume action-oriented research.

Teachers will reflect the value of diversity in their teaching.

Teacher education will exhibit an understanding of and deep respect for diversity. In this environment, both prospective and in-service teachers will be taught to value and respect different backgrounds and points of view among students and colleagues.

Higher education will model outstanding teaching.

Professional schools of education will demonstrate a wide variety of instructional approaches and techniques, including the use of increasingly sophisticated technology. Teaching in a professional school of education will demonstrate desirable teaching strategies from all perspectives and will encourage new teachers to be creative and entrepreneurial. This will require the teacher to be a decision maker, calling upon an extensive repertoire of learning styles, teaching strategies and instructional technologies.

Teachers will be creative and entrepreneurial.

Field experience will occur early in the curriculum.

Clinical schools will be central to field experiences.

Practice and theory will be integrated through clinical experiences as well as in sequential courses. Teacher education will retain its most effective field experiences and expand them by introducing teacher candidates to classroom experiences much earlier in their teacher preparation than at present. The concept of the clinical school will also be an integral part of the professional school of education and teacher education programs. Clinical schools will be specially designated public schools in which higher education professors and public school teachers will work side by side to prepare and induct new teachers into the profession. Clinical school teachers from pre K-12 schools and institutions of higher

education will have joint appointments with shared curricular responsibilities. These clinical school teachers will help transmit the culture of professionalism to the newest members. In addition, teacher education faculty members will imbue their students with a commitment to high-quality performance and a strong work ethic.

High quality in performance and a strong work ethic will become the standard.

Induction and Lifelong Professional Development. Professional teacher education schools will combine teacher preparation and induction into the profession to ensure true readiness in future teachers. They will focus on clearly defined outcomes to help novice teachers recognize and value lifelong personal improvement as the mark of a true professional.

Professional schools of education will combine teacher preparation and induction into the profession.

In addition, the majority of classroom teachers in the year 2000 will have already completed degree programs. Thus, any significant changes in schools in the beginning of the next century must include the continuing development needs of practicing teachers. A progressive outreach program will be an integral part of the concept of the professional school of education.

Continuing education for current teachers will be crucial.

Faculty members and administrators of professional teacher education schools will interact more frequently with their colleagues in the pre K-12 schools, understand and clarify the concerns of these colleagues, and address their ongoing needs as partners in an integrated approach to pre-service and in-service education.

An integrated approach to pre- and in-service education will be needed.

Infrastructure. In support of the new teacher education model, professional teacher education schools will develop new definitions of college and university faculty roles and responsibilities. Teacher education faculty members will be recognized and rewarded for their participation in field experiences and applied research. Creativity, innovation, risk-taking and commitment will be rewarded and honored among teacher education students, faculty and administrators. In short, these professional schools

New definitions of faculty roles and responsibilities will exist.

Rewards will be given for creativity, innovation, risk-taking and commitment.

Teacher educators will work with all community constituencies to develop successful teaching strategies.

will model their expectations. They will look to their partners for the best practices and the most creative thinking in education and teaching. Through this collaborative process, teacher education schools will learn to adapt successful strategies used in other educational institutions and in business and industry. Collaboration among all constituencies must also be a component of strategic planning.

Governments and other funding sources will be required to ensure the preparation of the very best teachers who will have access to the most current resources. Obviously, new funding models will be required. It will be important to develop, nurture and value strong community linkages and be open to change. Most important all constituencies will be called upon to persist and persevere, even during the most painful and frustrating moments of change. The stakes are high and the magnitude of required change will not occur easily; however, the alternatives are unacceptable.

The member institutions of the American Association of State Colleges and Universities are committed to the future of education in America and are prepared to meet the challenges of developing excellent teacher education programs.

The Charge

This document is not the panacea for teacher education, however, it addresses many of the important issues facing the preparation of teachers for today's classrooms. It can serve as a base from which discussion for the reform of teacher education can occur. The opportunity for a common effort, among pre K-12 schools, colleges/universities, business and government, targeted at the restructuring of teacher education programs has never been more possible or more important.

This document is a call for action from AASCU presidents to *all* college and university presidents, and represents the national leadership of AASCU in teacher education. Teacher preparation is the birth-

right of many AASCU institutions and the natural place for this national enterprise to begin. Local strategic initiatives on each campus which adopt the goals of this *Teach America* program would inaugurate reform nationwide.

Included in these pages are the pragmatic steps that may be tested and proven on our AASCU campuses. In the spirit of *Teach America*, let each president become a leader in this paramount endeavor.

About AASCU

The American Association of State Colleges and Universities (AASCU) is a leading higher education association representing more than 375 public institutions and 30 state systems of higher education across the United States and in Puerto Rico, Guam, and the Virgin Islands. Enrolling 2.5 million students, AASCU institutions provide higher education opportunity to one of every five students in American higher education. AASCU institutions annually graduate:

- one-third of our nation's bachelor's degree recipients
- more than one-quarter of its master's degree recipients
- 6 percent of all doctorates, and
- more than one-half of America's teachers.

Presidents' Commission on Teacher Education

Chair
Robert E. Glennen, Jr., President, Emporia State University (Kans.)

Vice Chair
James E. Gilbert, President, East Stroudsburg University of Pennsylvania

Jerry L. Beasley, President, Concord College (W Va.)

Margarita Benitez, Chancellor, University of Puerto Rico, Cayey University College

Charles I. Bunting, Chancellor, Vermont State Colleges

Constantine W. Curris, President, University of Northern Iowa

Ed M. Elliott, President, Central Missouri State University

Anthony Evans, President, California State University-San Bernardino

Henry Givens, President, Harris-Stowe College (Mo.)

Curtis L. McCray, President, California State University-Long Beach

David E. McFarland, President, Kutztown University of Pennsylvania

Harold J. McGee, President, Jacksonville State University (Ala.)

Thomas C. Meredith, President, Western Kentucky University

Earl S. Richardson, President, Morgan State University (Md.)

F. C. Richardson, President, State University of New York, College at Buffalo

Betty Lentz Siegel, President, Kennesaw State College (Ga.)

James H. Young, Chancellor, University of Arkansas at Little Rock

Advisory Members
Carl Stedman, President, Teacher Education Council of State Colleges and Universities, Austin Peay State University (Tenn.)

Jack Skillett, Dean, The Teachers College, Emporia State University (Kans.)

AASCU *Staff Liaison*
Joyce A. Scott, Vice Presient for Academic and International Programs

American Association of State
Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192
phone 202/293-7070
fax 202/296-5819